**Job Description**

**Post Title:** Assistant Principal

**Grade:** Inner London Leadership Spine L13 – L17

**Responsible to:** Principal

**Principal Accountabilities:**

* Support the Principal in providing whole Academy leadership and ensuring a whole Academy approach to school improvement.
* Share responsibility for all the policies, decision-making processes and strategic planning involved in the leadership and management of the Academy.
* Develop an ethos of high expectations of staff and students, and a positive approach to innovation.
* Take full accountability for key areas of the Academy’s work, including performance standards.
* Ensure compliance with statutory responsibilities, implement monitoring and self evaluation systems related to the postholder’s leadership remit and responsibilities.
* Assist with the writing of the Academy Improvement Plan and the SEF.
* Develop relationships between the Academy, the local community and external stakeholders.
* Planning and delivering Academy policies.

**Main Activities and Responsibilities**

There are several areas of possible responsibility for the post and applicants are asked to make it clear in their application the particular area(s) they wish to be considered for.

The areas of possible responsibility are:

Curriculum Planning and Development

* Lead on curriculum design and development and ensure a broad, balanced and ambitious curriculum
* Support and advise Curriculum Leaders on monitoring of the curriculum design, implementation and impact to ensure outstanding provision
* Support effective cross-curricular collaborative planning
* Ensure that the curriculum meets the needs of all learners and supports effective transition between key stages and excellent student outcomes
* Ensure that the curriculum supports the development of key skills e.g. literacy, numeracy etc.

Pastoral Leadership, Behaviour Systems and Personal Development

* Lead on the pastoral system, tutor, enrichment and PSHCE programme
* Lead on behaviour systems, student performances, student leadership, student council, attendance, parental engagement; primary liaison
* Lead on the personal development brief, including but not limited to careers and work experience
* Lead on the rewards system

Standards, Data and Assessment

* Review standards and performance using internal and external data sets and lead on
* student progress, data and target-setting
* Tto sgksfomLine manage information and data systems including tracking through SIMS and other data platforms in use at the Academy F ddfggggggggggggggggggggggggggggggggggggggggg dfsjtryktk
* Plan and implement effective interventions to close gaps in attainment between student cohorts and ensure outstanding outcomes for all learners

Teaching and Learning

* Lead on teaching and learning across the Academy developing pedagogy to ensure that teaching and learning is outstanding
* Lead on quality assurance and self evaluation of teaching and learning within the academy to drive standards
* Plan and deliver high-quality and bespoke CPD programmes to staff to support their professional development

Other duties at an appropriate level and nature may also be required and will be negotiated.

**Standards/ Quality Assurance and Additional Responsibilities**

* Support extended day and enrichment activities to enhance pupils’ learning experiences.
* Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy.
* Attend and participate in open evenings and pupil performances.
* Uphold the Academy’s behaviour code and uniform regulations
* Participate in staff training and development
* Attend team and staff meetings
* Develop links with Governors, LEAs and neighbouring schools/ academies.

#### Key Organisational Objectives

The postholder will contribute to the Academy’s objectives in service delivery by:

* Following health and safety requirements and initiatives as directed
* Ensuring compliance with data protection legislation
* The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
* At all times operating within the school’s equalities policies demonstrating commitment and contribution to improving standards of attainment
* Adopting customer care and quality assurance initiatives
* Fulfilling the role of mentor if required
* Contributing to the maintenance of a caring and stimulating environment for young people

**Conditions of Service:**

Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as agreed by the Trust.

## Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

**Equal Opportunities**

The post holder will be expected to carry out all duties in the context of and in compliance with the Academy Equalities Policies.

Date of issue: ………………………………............

Signature of Post holder: ………………………………

Signature of Principal: …………………...........……

# COLA Islington Logo-L[1]Person Specification

**Job Title:** Assistant Principal

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level or equivalent | ✓ |  |
| Qualified Teacher status | ✓ |  |
| **Experience** |  |  |
| Ability to use IT effectively | ✓ |  |
| Use IT to raise achievement and as a management tool |  | ✓ |
| Demonstrate experience of effective performance management and quality improvement within a school environment | ✓ |  |
| Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring work | ✓ |  |
| Leadership experience, including managing staff and pupils | ✓ |  |
| Demonstrable experience of improving student outcomes | ✓ |  |
| High quality outcomes | ✓ |  |
| A record of continuous professional and career development |  | ✓ |
| Experience as a form tutor and/or pastoral work | ✓ |  |
| Strategies to raise standards and achievement of students | ✓ |  |
| **Skills** |  |  |
| Must be well organised | ✓ |  |
| Must be well presented | ✓ |  |
| Excellent communication and organisational skills | ✓ |  |
| Ability to analyse data effectively to assess performance |  |  |
| Ability to work hard under pressure while maintaining a positive, professional attitude | ✓ |  |
| Ability to organise and prioritise workload and work on own initiative | ✓ |  |
| Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff, to the achievement of the Academy aims and to the efficient running of all departments | ✓ |  |
| Excellent creative teaching ability | ✓ |  |
| Commitment to personal career development |  | ✓ |
| Ability to organise whole school/ year-based activities | ✓ |  |
| Ability to think and plan strategically and manage change | ✓ |  |
| Willingness to engage with parents in order to encourage their close involvement in the education of their children | ✓ |  |
| **Knowledge and Understanding** |  |  |
| Developments in the National Curriculum | ✓ |  |
| Developing differentiated schemes of work | ✓ |  |
| Effective strategies for supporting staff to improve teaching and learning | ✓ |  |
| Have a good understanding of positive effective strategies for whole school behaviour management | ✓ |  |
| A thorough understanding of the intervention packages available to support accelerated learning | ✓ |  |
| A rigorous understanding of the OFSTED Framework regarding effective leadership, management and self-evaluation | ✓ |  |
| Knowledge and understanding of schools’ statutory responsibilities regarding the needs and care of pupils with SEN | ✓ |  |
| Understanding of assessment systems | ✓ |  |
| **Equal Opportunities** |  |  |
| Understanding of different social backgrounds of pupils | ✓ |  |
| Understanding the needs of pupils and the appropriate policies and strategies to support them | ✓ |  |
| Understand the needs of bilingual pupils | ✓ |  |